



Thank you for submitting your application materials. If you have any questions or need to update any responses or attachments prior to the application deadline, please contact Mandy Christensen at Christensen_A@cde.state.co.us.

ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional ProgramApplication Submission

LEA/BOCES Name	Douglas County School District
Lead Applicant Code	0900
Mailing Address	620 Wilcox St., Castle Rock, CO 80104
Requested Funding	\$135,579.64
Total Cost of Curriculum/Instructional Program Purchase	\$132,324.46
Applicant Type	District Charter School(s)
Region	Metro
Recipient Schools	Parker Performing Arts School (0900-6719)
Authorized Representative Name	Laura Gorman
Title	Grant & ESSA Coordinator
Telephone	+1 (720) 433-1257
E-mail Address	Laura.Gorman@dcsdk12.org
Program Contact Name	Phil Molfino
Title	Principal - Parker Performing Arts School
Telephone	+1 (720) 709-7400
E-mail Address	pmolfino@parkerperformingarts.org
Fiscal Manager Name	Laura Gorman
Telephone	+1 (720) 433-1257
E-mail Address	Laura.Gorman@dcsdk12.org

1. Indicate which approved core K-8 mathematics curricula and/or K-3 READ Act-approved instructional programs (including publication year) you intend to purchase by content area, grade level and, if the purchase is not for district-wide implementation, by school.

Parker Performing Arts School (PPA) is a K-8 charter school. We have purchased, implemented and plan to continue to strengthen the use of the SAVVAS - eNVision Math 2020 instruction as a part of the core K-8 Mathematics curricula. SAVVAS - eNVision Math was adopted at the inception of our school in 2016. SAVVAS is currently utilized by our kindergarten through 8th grade student population through the eNVision Math digital courseware. However, additional curricula tools have not been afforded to our student population with fidelity and without the application of many supplemental materials. Through this grant we would like to enhance this curriculum by adding materials such as practice workbooks, manipulatives, language support

For each, indicate what curricular resources are currently being used and when they were adopted. (no more than 500 words)

2. Describe how teachers, school leaders, parents/guardians/families, and/or community members were engaged in the selection of the chosen core mathematics curricula and/or READ Act-approved instructional programs. (no more than 500 words)

3. Will the core mathematics and/or READ Act curricular/instructional program(s) purchased through this program be provided to specific schools or adopted district-wide? If specific schools, describe how specific schools will be identified to receive supports in a way that ensures that students most impacted by the pandemic have access to high-quality, standards-aligned curricular and instructional resources. (no more than 500 words)

4. Describe how the district intends to implement the core mathematics and/or READ Act curricula/instructional programs purchased through this program,

workbooks, intervention diagnostics and systems, and teacher resource materials and training. The opportunity to add these additional items to our math program will allow for instructors to bridge the learning gap due to lost learning time during the pandemic allowing our students to grow academically in mathematics. PPA believes there is more our teaching staff can accomplish if we are able to fund and access the curricula bundles as a whole. This will enable us to bring all materials and the associated professional development to our entire instruction team allowing for cohesive and complete instruction in mathematics.

Since Parker Performing Arts School (PPA) inception, we have relied heavily on the feedback and innovation of our community to understand the needs of the students we serve. The educational roadmap and guidance from our school leaders and staff have been driven by our community of parents/guardians and families, who speak to the educational needs of students. PPA is supported by a committee of staff members who work to identify needs and outcomes for selecting appropriate curriculum for our students. Additionally, they have identified what is working and what is not working for our student population. Within the staff committee, small cohorts support curriculum oversight and score its effectiveness via an outlined matrix. This committee picked the top two curriculum options and turned it over to PPA's School Accountability Committee (SAC), composed of a group of parent/guardian volunteers in addition to PPA staff. The SAC committee diligently worked to understand how the curriculum would support and guide our students through their educational endeavors and after discussion and approval, they presented their choices to the PPA Board of Directors. The PPA Board then finalized the decision to move forward with the Staff and SAC recommendations. This process was repeated every two to three years through the exploration of several other options. The end result determined that enVision Math appropriately met the needs of our students, the PPA community, staff, parents, and/or guardians. PPA continues to work toward maintaining an inclusive curriculum accountability process that involves all our affected constituents.

Parker Performing Arts School (PPA) is submitting an application for core mathematics to include instructional programs and curriculum-based professional development, individually, as a charter school authorized by the Douglas County School District. PPA is requesting funding to increase curriculum materials in mathematics to provide more in-depth and varied instruction by utilizing enVision Math to its fullest potential. The resources requested will enhance instruction and allow for teachers to fill in learning gaps that occurred due to the disruptions and educational changes related to the pandemic. On average, between fully remote, hybrid learning and quarantines during the 2020-2021 academic year, PPA's K-4th grade elementary students experienced a minimum of 50% of their school year through remote learning at home. PPA's 5th-8th grade middle school students also experienced more than 50% of their school year through remote learning.

Parker Performing Arts School (PPA) intends to implement in-service professional development learning opportunities for all of our mathematics instructors K-8 prior to the start of school in August. PPA will require our instructors' participation in SAVVAS enVision Math curriculum-based professional development prior to the start of the academic school year. PPA supports the implementation of ongoing curriculum-based professional

including how the district and/or schools will ensure that teachers participate in curriculum-based professional learning opportunities. (no more than 500 words)

development as a best practice for CORE mathematics instruction aligned with curricula supports and content standard at every grade level PPA serves. PPA also plans to assure implementation of this professional development through increased observation, coaching and evaluative feedback through administrative and department staff as well as peer observation systems throughout the academic year.

5. Describe how the implementation of the chosen core mathematics curricula and/or READ Act instructional programs will support the acceleration of student learning – particularly for those most impacted by the pandemic. (no more than 500 words)

Parker Performing Arts School's (PPA) student population spent the majority of the 2020-21 academic year in a remote learning setting. The implementation of the core mathematics curricula will allow PPA students, most particularly those with priority considerations, to have access to consistent lessons with differentiation and purposeful daily practice. The curricula will provide opportunities for students to collaborate, discuss, and problem solve while providing support for parents to engage in practice with students at home. The use of this program school-wide also allows for a common mathematics language for students across grade levels. Differentiated lessons will allow us to move successful students through content and to provide greater support to those who are struggling to master certain concepts. The addition of the extra materials will provide greater access to basic skills practice and allow for the reinforcement of new content. In addition, the funding support will also provide teachers with the learning opportunities to execute all lesson types with consistency and fidelity.

6. How many students are expected to be served through the program annually once these mathematics curricula and/or READ Act instructional programs are implemented?

680 expected

7. Describe how your program meets any or all the priority criteria outlined on page 5. (no more than 500 words)

Parker Performing Arts School (PPA) is proud to work with CDE in supporting the purchase of the mathematics approved curricula/instructional programs by contributing funds to the purchase of the selected curricular materials in addition to those requested as part of this grant application. PPA serves a high percentage of students with access needs and disabilities, with 4.9% of our student population on a 504 plan and 13.2% of our student population utilizing an Individualized Education Plan (IEP) surpassing the statewide enrollment percentage of 12% based on 2020-2021 data. In addition, PPA's Black or African American student population is 4.7% surpassing the statewide enrollment percentage of 4.5% by a small margin. PPA acknowledges an academic need for these student groups as they continue to grow year after year in our school community. As mentioned, PPA students also spent more than 50% of the 2020-2021 academic year in remote learning.

File Attachments



Parker Performing Arts School - ESSER Curricula Grant Program Budget Workbook - Final.xlsx

(367k)